



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12401652  
SAU: MSAD 46  
School: Dexter Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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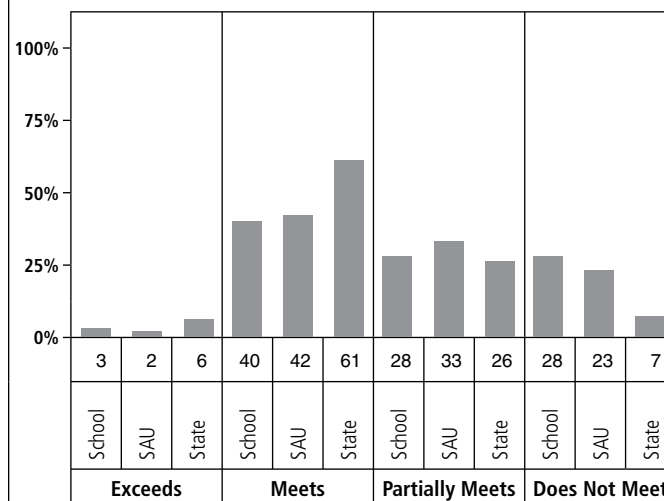
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

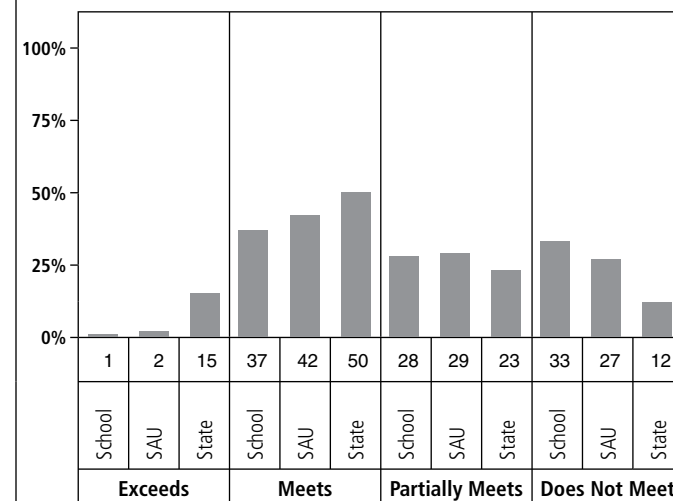
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	540	541	544
2007–2008	542	542	545
<b>2008–2009</b>	<b>538</b>	<b>539</b>	<b>546</b>
Cum. Avg.*	540	541	545
<b>Mathematics</b>			
2006–2007	538	540	546
2007–2008	538	539	546
<b>2008–2009</b>	<b>536</b>	<b>538</b>	<b>547</b>
Cum. Avg.*	537	539	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>537</b>	<b>537</b>	<b>543</b>

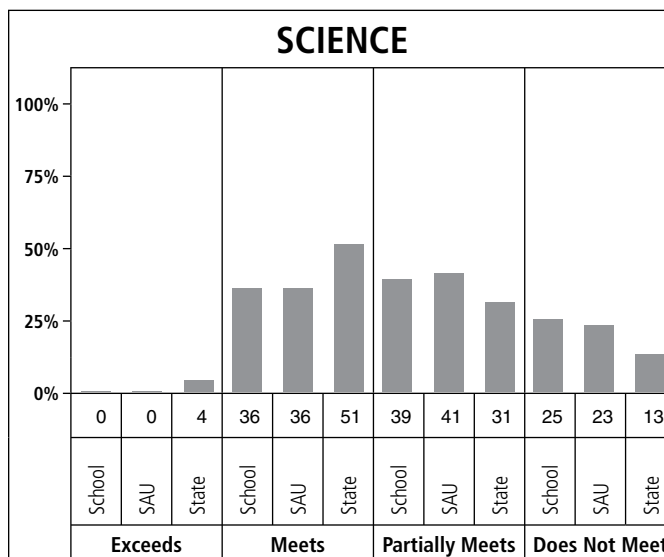
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	67	100	83	100	14212	100	67	100	83	100	14135	100	67	100	83	100	14144	100	67	100	83	100	14137	100
<b>Ethnicity</b> African American/Black	2	3	2	2	397	3	2	100	2	100	388	98	2	100	2	100	393	99	2	100	2	100	389	98
American Indian or Native Alaskan	1	1	1	1	110	1	1	100	1	100	110	100	1	100	1	100	110	100	1	100	1	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	64	96	80	96	13271	93	64	100	80	100	13212	100	64	100	80	100	13211	100	64	100	80	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	20	30	20	24	2479	17	20	100	20	100	2454	100	20	100	20	100	2455	100	20	100	20	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	43	64	54	65	5848	41	43	100	54	100	5815	100	43	100	54	100	5819	100	43	100	54	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	55	82	71	86	10849	76	55	82	71	86	10872	76	55	82	71	86	10976	77
Identified disability (PET/IEP)	8	15	8	11	298	3	8	15	8	11	307	3	8	15	8	11	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	12	18	12	14	3122	22	12	18	12	14	3124	22	12	18	12	14	3019	21
Identified disability (PET/IEP)	12	100	12	100	1992	64	12	100	12	100	2000	64	12	100	12	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	1	2	702	5
	2007-2008	2	3	2	3	659	5
	<b>2008-2009</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>836</b>	<b>6</b>
	Cum. Total*	5	3	5	2	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	21	47	30	52	7730	55
	2007-2008	32	50	39	49	8195	58
	<b>2008-2009</b>	<b>27</b>	<b>40</b>	<b>35</b>	<b>42</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	80	45	104	47	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	14	31	17	29	4182	30
	2007-2008	22	34	30	38	3800	27
	<b>2008-2009</b>	<b>19</b>	<b>28</b>	<b>27</b>	<b>33</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	55	31	74	33	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	9	20	10	17	1419	10
	2007-2008	8	13	9	11	1362	10
	<b>2008-2009</b>	<b>19</b>	<b>28</b>	<b>19</b>	<b>23</b>	<b>973</b>	<b>7</b>
	Cum. Total*	36	20	38	17	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	25.0	52.1	25.4	52.9	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	11.6	48.3	11.9	49.6	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	13.4	55.8	13.5	56.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 46  
 School: Dexter Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	67	2	3	27	40	19	28	19	28	538	83	2	42	33	23	539	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	2										2						381	2	44	31	23	540
American Indian or Native Alaskan	1										1						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	64	2	3	25	39	19	30	18	28	538	80	3	41	34	23	539	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	0	0	6	30	14	70	526	20	0	0	30	70	526	2290	0	29	47	23	537
No	47	2	4	27	57	13	28	5	11	543	63	3	56	33	8	543	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	67	2	3	27	40	19	28	19	28	538	83	2	42	33	23	539	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	43	0	0	14	33	14	33	15	35	535	54	0	33	39	28	536	5716	2	51	35	12	542
No	24	2	8	13	54	5	21	4	17	543	29	7	59	21	14	544	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	67	2	3	27	40	19	28	19	28	538	83	2	42	33	23	539	13963	6	61	26	7	546
<b>Gender</b>																						
Female	35	2	6	16	46	9	26	8	23	540	46	4	50	28	17	541	6882	8	62	24	6	547
Male	32	0	0	11	34	10	31	11	34	536	37	0	32	38	30	536	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1914	1	41	44	14	540
No	67	2	3	27	40	19	28	19	28	538	83	2	42	33	23	539	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	67	2	3	27	40	19	28	19	28	538	83	2	42	33	23	539	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	2	29	1	14	4	57	532	8	0	29	14	57	532	4	2	40	34	24	540
B. less than one hour	64	2	5	16	37	14	33	11	26	538	67	4	41	36	20	539	70	6	63	26	6	546
C. one to two hours	19	0	0	8	62	2	15	3	23	543	19	0	56	25	19	543	24	7	61	26	6	546
D. more than two hours	6	0	0	1	25	2	50	1	25	533	5	0	25	50	25	533	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	33	2	9	12	55	4	18	4	18	543	34	7	54	25	14	543	36	10	67	18	5	549
B. good	48	0	0	14	44	10	31	8	25	538	48	0	44	36	21	538	47	5	62	27	6	546
C. fair	12	0	0	0	0	4	50	4	50	531	13	0	18	45	36	534	15	2	47	40	12	541
D. poor	6	0	0	0	0	1	25	3	75	525	5	0	0	25	75	525	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	36	1	4	11	46	8	33	4	17	541	35	3	52	31	14	542	31	9	65	20	5	548
B. They match some of what I have learned.	41	1	4	16	59	5	19	5	19	541	39	3	56	25	16	541	55	5	63	27	5	546
C. They match just a little of what I have learned.	9	0	0	0	0	4	67	2	33	533	13	0	18	64	18	536	10	3	45	38	14	542
D. There is no match.	14	0	0	0	0	2	22	7	78	526	12	0	0	30	70	527	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	27	0	0	3	17	7	39	8	44	531	23	0	16	42	42	531	16	3	49	32	15	542
B. about the same as my regular schoolwork	64	2	5	21	50	10	24	9	21	541	65	4	51	28	17	541	64	7	63	25	5	547
C. easier than my regular schoolwork	9	0	0	3	50	2	33	1	17	540	12	0	50	40	10	541	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	21	0	0	1	7	5	36	8	57	527	19	0	7	40	53	528	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	47	0	0	15	48	9	29	7	23	540	48	0	51	31	18	540	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	32	2	10	10	48	5	24	4	19	543	33	7	48	30	15	543	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	1	9	9	82	1	9	0	0	548	16	8	69	23	0	547	20	10	64	21	5	548
B. 20 minutes to an hour	30	0	0	11	55	7	35	2	10	542	35	0	62	31	7	542	56	7	65	24	5	547
C. less than 20 minutes	24	1	6	5	31	5	31	5	31	539	20	6	29	35	29	538	10	3	52	33	12	543
D. I rarely read at home.	30	0	0	2	10	6	30	12	60	528	29	0	13	38	50	530	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	33	0	0	3	14	9	41	10	45	532	33	0	19	44	37	533	25	3	53	33	11	543
B. six to ten pages	41	1	4	14	52	6	22	6	22	542	35	4	50	25	21	541	26	6	61	26	7	546
C. eleven or more pages	26	1	6	10	59	3	18	3	18	541	32	4	58	27	12	542	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	67	0	0	0	0	2	100	0	0	537	67	0	0	100	0	537						
B.	0										0											
C.	33	0	0	0	0	0	0	1	100	524	33	0	0	0	100	524						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	2	3	1711	12
	2007-2008	2	3	3	4	1617	12
	<b>2008-2009</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	3	2	7	3	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	21	47	25	43	6778	48
	2007-2008	24	38	31	39	7284	52
	<b>2008-2009</b>	<b>25</b>	<b>37</b>	<b>35</b>	<b>42</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	70	40	91	41	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	15	33	20	34	3884	28
	2007-2008	25	39	32	40	3341	24
	<b>2008-2009</b>	<b>19</b>	<b>28</b>	<b>24</b>	<b>29</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	59	34	76	34	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	9	20	11	19	1683	12
	2007-2008	13	20	14	18	1778	13
	<b>2008-2009</b>	<b>22</b>	<b>33</b>	<b>22</b>	<b>27</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	44	25	47	21	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	19.0	39.6	20.0	41.7	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	6.7	37.2	7.2	40.0	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	3.7	37.0	3.8	38.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.0	40.0	4.2	42.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	4.6	46.0	4.8	48.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	67	1	1	25	37	19	28	22	33	536	83	2	42	29	27	538	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	2										2						385	6	35	28	30	537
American Indian or Native Alaskan	1										1						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	64	1	2	23	36	19	30	21	33	536	80	3	41	30	26	538	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	2	10	5	25	13	65	528	20	0	10	25	65	528	2307	3	32	32	33	536
No	47	1	2	23	49	14	30	9	19	540	63	3	52	30	14	541	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	67	1	1	25	37	19	28	22	33	536	83	2	42	29	27	538	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	43	0	0	13	30	14	33	16	37	534	54	2	35	33	30	536	5731	7	46	29	18	542
No	24	1	4	12	50	5	21	6	25	540	29	3	55	21	21	542	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	67	1	1	25	37	19	28	22	33	536	83	2	42	29	27	538	13988	15	50	23	12	547
<b>Gender</b>																						
Female	35	1	3	13	37	9	26	12	34	536	46	4	41	28	26	538	6889	14	51	23	12	546
Male	32	0	0	12	38	10	31	10	31	536	37	0	43	30	27	538	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1918	3	39	36	22	539
No	67	1	1	25	37	19	28	22	33	536	83	2	42	29	27	538	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	67	1	1	25	37	19	28	22	33	536	83	2	42	29	27	538	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	1	14	3	43	3	43	532	8	0	14	43	43	532	4	8	38	26	28	539
B. less than one hour	64	0	0	18	42	14	33	11	26	537	67	0	46	34	20	538	70	15	52	23	10	547
C. one to two hours	19	1	8	6	46	2	15	4	31	539	19	13	50	13	25	542	24	15	51	23	11	547
D. more than two hours	6	0	0	0	0	0	0	4	100	527	5	0	0	0	100	527	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	52	1	3	13	38	9	26	11	32	537	48	5	44	23	28	539	34	28	50	14	8	552
B. good	33	0	0	10	45	6	27	6	27	538	35	0	45	34	21	538	45	11	54	24	10	546
C. fair	12	0	0	2	25	3	38	3	38	531	13	0	36	36	27	535	18	3	45	33	19	540
D. poor	3	0	0	0	0	0	0	2	100	528	4	0	33	0	67	535	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	37	0	0	15	60	6	24	4	16	542	36	0	63	23	13	543	38	22	52	19	7	550
B. They match some of what I have learned.	39	1	4	8	31	10	38	7	27	536	40	6	33	39	21	537	48	12	53	24	11	546
C. They match just a little of what I have learned.	12	0	0	2	25	1	13	5	63	530	13	0	36	18	45	533	11	6	40	30	24	540
D. There is no match.	12	0	0	0	0	2	25	6	75	527	11	0	11	22	67	530	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	23	1	7	1	7	3	20	10	67	528	21	6	18	18	59	530	17	7	42	30	21	540
B. about the same as my regular schoolwork	57	0	0	16	43	12	32	9	24	538	57	2	43	35	20	539	64	15	53	23	10	547
C. easier than my regular schoolwork	20	0	0	8	62	3	23	2	15	541	22	0	67	22	11	543	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	18	0	0	5	42	2	17	5	42	534	19	0	50	19	31	538	7	6	39	27	27	539
B. 30–45 minutes	49	0	0	10	30	15	45	8	24	537	46	0	37	42	21	538	28	9	49	28	15	544
C. 45–60 minutes	30	1	5	10	50	1	5	8	40	538	29	4	50	13	33	538	41	17	53	21	9	548
D. more than 60 minutes	3	0	0	0	0	1	50	1	50	529	6	20	20	40	20	541	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	10	0	0	0	0	2	29	5	71	525	8	0	0	29	71	525	6	14	43	24	20	543
B. two or three days a week	18	0	0	5	42	5	42	2	17	539	14	0	42	42	17	539	24	17	52	21	10	548
C. two or three times each month	51	1	3	14	41	7	21	12	35	537	46	3	42	24	32	537	33	17	52	21	9	548
D. never or almost never	21	0	0	6	43	5	36	3	21	538	31	4	54	31	12	542	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	16	0	0	3	27	2	18	6	55	530	16	0	31	23	46	532	23	13	47	26	15	545
B. two or three days a week	22	1	7	6	40	4	27	4	27	540	23	5	42	32	21	540	31	17	52	21	10	548
C. two or three times each month	24	0	0	4	25	6	38	6	38	533	28	4	39	30	26	538	27	17	52	21	10	548
D. never or almost never	37	0	0	12	48	7	28	6	24	539	34	0	50	29	21	540	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	67	0	0	1	50	0	0	1	50	535	67	0	50	0	50	535						
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	534	33	0	0	100	0	534						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	0	0	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	24	36	30	36	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	26	39	34	41	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	17	25	19	23	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	25.5	53.1	25.6	53.3	29.2	60.8
<b>D. The Physical Setting</b>	24	50	11.3	47.1	11.5	47.9	12.9	53.8
<b>E. The Living Environment</b>	24	50	14.2	59.2	14.1	58.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	67	0	0	24	36	26	39	17	25	537	83	0	36	41	23	537	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	2										2						382	2	31	32	35	535
American Indian or Native Alaskan	1										1						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	64	0	0	22	34	26	41	16	25	537	80	0	35	43	23	537	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	1	5	9	45	10	50	531	20	0	5	45	50	531	2309	2	29	39	29	536
No	47	0	0	23	49	17	36	7	15	540	63	0	46	40	14	539	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	67	0	0	24	36	26	39	17	25	537	83	0	36	41	23	537	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	43	0	0	12	28	17	40	14	33	536	54	0	30	41	30	536	5729	2	42	37	20	539
No	24	0	0	12	50	9	38	3	13	540	29	0	48	41	10	540	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	67	0	0	24	36	26	39	17	25	537	83	0	36	41	23	537	13987	4	51	31	13	543
<b>Gender</b>																						
Female	35	0	0	14	40	11	31	10	29	537	46	0	37	37	26	537	6886	4	49	33	14	542
Male	32	0	0	10	31	15	47	7	22	537	37	0	35	46	19	538	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1917	1	31	41	28	536
No	67	0	0	24	36	26	39	17	25	537	83	0	36	41	23	537	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	67	0	0	24	36	26	39	17	25	537	83	0	36	41	23	537	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 46  
School: Dexter Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	1	14	2	29	4	57	531	8	0	14	29	57	531	4	2	37	35	25	538
B. less than one hour	64	0	0	14	33	19	44	10	23	537	67	0	32	46	21	537	70	4	53	31	12	544
C. one to two hours	19	0	0	8	62	4	31	1	8	544	19	0	63	31	6	543	24	5	51	31	12	544
D. more than two hours	6	0	0	1	25	1	25	2	50	533	5	0	25	25	50	533	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	42	0	0	11	39	13	46	4	14	538	34	0	39	46	14	538	26	7	56	26	11	545
B. good	43	0	0	12	41	10	34	7	24	539	46	0	39	39	21	538	53	4	53	31	11	544
C. fair	9	0	0	0	0	2	33	4	67	529	14	0	25	33	42	535	18	2	41	39	17	540
D. poor	6	0	0	1	25	1	25	2	50	531	6	0	20	40	40	531	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	34	0	0	14	61	8	35	1	4	543	30	0	56	40	4	542	23	5	56	28	11	544
B. They match some of what I have learned.	36	0	0	8	33	10	42	6	25	538	37	0	35	42	23	538	48	5	52	31	12	544
C. They match just a little of what I have learned.	12	0	0	1	13	4	50	3	38	532	17	0	29	43	29	535	23	4	49	33	14	543
D. There is no match.	18	0	0	1	8	4	33	7	58	529	16	0	8	38	54	530	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	24	0	0	1	7	7	47	7	47	532	22	0	6	53	41	532	23	5	48	31	16	543
B. about the same as my regular schoolwork	57	0	0	16	44	15	42	5	14	540	59	0	43	43	15	539	58	4	52	32	12	543
C. easier than my regular schoolwork	19	0	0	6	50	3	25	3	25	538	19	0	53	27	20	539	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	97	0	0	24	37	25	38	16	25	537	86	0	38	39	23	538	33	5	51	31	14	543
B. a few times a week	1	0	0	0	0	0	0	1	100	524	12	0	20	50	30	535	45	4	52	32	11	544
C. once a week	0										1	0	100	0	0	546	8	4	50	30	16	542
D. a few times a month	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	61	0	0	14	34	15	37	12	29	536	63	0	35	40	25	537	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	6	0	0	0	0	2	50	2	50	528	6	0	0	60	40	530	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	22	0	0	10	67	4	27	1	7	545	22	0	67	28	6	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	10	0	0	0	0	5	71	2	29	530	10	0	0	63	38	530	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	34	0	0	11	48	11	48	1	4	541	37	0	45	45	10	540	47	4	51	32	12	543
B. a few times a month	33	0	0	10	45	7	32	5	23	539	29	0	42	38	21	539	27	5	54	30	11	544
C. once a month	10	0	0	1	14	1	14	5	71	531	12	0	20	30	50	534	10	5	49	30	15	543
D. never or almost never	22	0	0	2	13	7	47	6	40	532	22	0	22	44	33	534	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	32	0	0	8	38	11	52	2	10	539	37	0	37	53	10	538	46	4	52	32	12	543
B. a few times a month	32	0	0	11	52	7	33	3	14	541	30	0	50	33	17	540	28	5	53	30	12	544
C. once a month	12	0	0	2	25	3	38	3	38	534	11	0	22	44	33	535	11	4	47	34	15	542
D. never or almost never	23	0	0	1	7	5	33	9	60	530	22	0	17	33	50	532	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	67	0	0	0	0	0	0	2	100	525	67	0	0	0	100	525						
B.	0										0											
C.	33	0	0	0	0	1	100	0	0	538	33	0	0	100	0	538						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number